

Assessment

Policy and Procedures

Avenue House School



Approved by: R. Nandra

Last reviewed: September 2026

Next review due by: September 2027

Aims

Our aim at Avenue House School is to produce independent learners. We encourage our pupils to be creative and imaginative and develop a lifetime love of learning.

We believe the key purpose of assessment is to move all pupils on in their learning, for them to be ready for the next stage in their learning journey.

Continued monitoring of each pupil's progress gives a clear picture of what each child is doing and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood.

Purpose of assessment:

- To provide developmental feedback
- To assess the impact of the curriculum and make judgements
- To provide continuity assessment practices throughout the school;
- To ensure all assessment requirements are used to directly impact pupils' education.

Through assessing, recording, and reporting on pupils' work, we aim to:

- Enable staff to plan more effectively;
- Involve pupils in their own learning;
- Give pupils feedback on their achievements and areas for development, in order that they can learn more effectively.
- Share with parents how well their child is doing in school

Principles

The principles that underpin assessment at Avenue House School are:

- Assessment is used to shape the curriculum.
- Most pupils will make age-appropriate progress – working 'at' age-related expectations, those who need to 'close the gap' will be required to make more progress. Those who have higher starting points ('above') will make required progress to remain 'above'

Procedures

- within a lesson checking, for example: questioning, low stakes quizzing, live marking
- at the end of a learning challenge, for example: post-learning assessment or completing/creating a product piece of work,
- distanced from learning at regular intervals – to find out how well new learning has been stored in the long-term memory, for example: assessment tests/quizzes/assessment tasks

Early Years – Reception

Reception staff use CEM BASE during the first half-term to conduct a diagnostic baseline assessment. This assists the development of tailoring our curriculum to meet the learning needs and strengths of each child. By having a good understanding of the child's abilities when they start school, class teachers can measure each child's progress and plan effectively for the next steps in learning.

EYFS (Early Years Foundation Stage) Base (Part 2)

The EYFS BASE (Part 2) assessment is carried out in the final term of the Reception Year. The main purpose of this is to provide a reliable, valid, and accurate assessment of individual pupil attainment and progress at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- It also helps Year 1 teachers plan an effective, responsive, and appropriate curriculum that meets the needs of each child.

Children in Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments are based on observation of daily activities and events. At the end of Reception for each early learning goal, teachers will judge whether a child is meeting the level of development expected at the end of the year:

- **Emerging**, not yet reached the expected level of development
- **Expected**, meeting the expected level of development

Years 1 – 6

Diagnostic Assessment

The purpose of **diagnostic assessment** is to support teachers with forming a clearer picture of where pupils are at, both in relation to the curriculum as well as cognitive development. In the Autumn term, children complete diagnostic assessment tasks on Cambridge Primary Insight. This is an online tool, which helps teachers to benchmark each child's level of ability. The results often highlight any hidden talent or undiscovered strengths, as well as pinpointing where additional support is needed. It assists teachers to tailor their teaching for five key developmental areas; which research shows are linked to later academic outcomes:

Reading	word recognition, decoding, and comprehension
Spelling	
Mathematics	counting, arithmetic, fractions, patterns, algebra, measures, shape & space, and data handling
Mental Arithmetic	addition, subtraction, multiplication, and division
Developed Ability	picture vocabulary and non-verbal reasoning

Next Steps- Target Setting

Once the assessments have been completed, we will have a clear and continuous process, to use the assessment data to feed personalised and high-quality teaching and learning for all pupils.

We will begin by looking at everyone's assessment scores and identifying those children who have consistently above average, consistently below average and mixed profiles.

The CEM data is used along with formative and to plan differentiated activities in the classroom to support specific students and target specific skills. It is also used to evaluate ongoing achievement levels.

Formative Assessment

The purpose of **formative assessment**, which is day to day or **assessment for learning** procedures:

- To allow teachers to systematically and effectively check pupils' understanding throughout lessons
- To use this evidence about learning to adapt teaching and learning to meet the pupils' needs
- To enhance and increase the rate of pupils' engagement and achievement.
- To involve pupils in their own learning and assessment; to help them to know what their next steps are

Summative Assessment

The purpose of **summative assessment** or **assessment of learning** procedures:

- Provide teachers, Parents and pupils with a clear understanding of pupil progress and levels of attainment
- To support identification of pupils' success and those needing additional support
- To provide records as evidence of pupil progress to parents, through agreed reporting procedures
- To facilitate transition between classes, including key stages throughout the school and beyond

The following formal summative assessments take place at Avenue House School in May:

- PiRA, PUMA and GaPS tests for Reading, Maths and Grammar, Punctuation and Spelling
- Verbal and Non-Verbal Assessments for Year 3-6

Teacher judgement is used for assessing Writing in October and June each year using The Oxford Writing Criterion Scale by Ros Wilson.

Reporting

Reporting is a vital part of our relationship with parents, serving to support and promote the child's learning journey.

- Teachers will report pupils' formative assessments informally to parents when needed as part of discussions to support pupils.
- Teachers will meet formally with parents at Parents' Evening in October and March
- Parents will be provided with a report at the end of the Autumn term, including information about curriculum targets children are working on, derived from CEM diagnostic tests.
- Summer term reports will outline performance in all curriculum areas, including performance in end of year summative tests.

Roles and responsibilities

Headteacher and SLT are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually by the Deputy Headteacher- Academic. At every review, the policy will be shared with the Proprietor and governing body.

Teaching staff are expected to read and follow this policy. The Deputy Headteacher is responsible for ensuring that the policy is followed.

SLT will monitor the effectiveness of assessment practices across the school, through lesson observations, moderation, book scrutiny, pupil consultation, feedback from staff and Pupil Progress meetings.